Unit 2: Understanding Story Structure to Enjoy Narratives
Grade Level: 3
Timeframe: 5 Weeks

**Unit Overview:** Through selections from *Journeys* Common Core 4, readers will participate in a supportive environment to read daily over extended amounts of time. They will have the opportunity to self-select interesting, authentic texts and engage in meaningful conversations with their peers about their reading. This environment will foster voluntary, frequent, pleasurable and purposeful reading among a wide variety of genres to achieve personal satisfaction and success. The continued use of Reading Workshop (Balanced Literacy) and all of its components will provide the student with multiple opportunities to grow as readers. Throughout the unit the teacher should continue to model the skill or strategy he/she wants the students to learn (I Do), work on the skill/strategy as a whole class (We Do), and then release them to practice on their own (You Do).

**Enduring Understanding/ Essential Questions**

- The ability to read a variety of texts requires independence, comprehension, and fluency.
- Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
- Effective readers compare, infer, synthesize, and make connections (text to text, text to world, text to self) to make text personally relevant and useful.
- Effective readers deliberately use specific strategies to help them better understand text and deepen comprehension.
- Effective teachers use specific strategies to help students better understand and deepen comprehension.

How can authors show their knowledge of a topic in a way that attracts readers? How do readers analyze multiple accounts of the same event or topic? What strategies do proficient readers utilize in order to maximize comprehension? How do effective readers summarize/synthesize information provided by a text? How do readers monitor their comprehension and develop meaning from the text? Why are successful readers often successful writers?

**Common Core Standards**

**Standards/Cumulative Progress Indicators (Taught and Assessed):**

- **RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings and explain how their actions contribute to the sequence of events.
- **RL.3.6** **Distinguish their own** point of view from that of the narrator or that of the characters.
- **RI.3.3** Describe the **relationship** between a series of historical events, scientific ideas or concepts, or steps in a technical procedures in a text, using language that pertains to time, sequence, and cause and effect.
- **RI.3.6** Distinguish their own point of view from that of the author of the text.
- **RI.3.8** Describe the **logical connections** between particular sentences and paragraphs in the text (e.g., comparison, cause/effect, first/second/third in sequence.
- **RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **b. Decode words with common Latin suffixes.**
- **d. Read grade appropriate irregularly spelled words.**
- **RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
  - a. **Read grade-level text with purpose and understanding.**
  - b. Read grade-level **prose and poetry** orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
  - a. Come to discussions prepared having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. **Follow agreed-upon rules for discussions** (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a
time about the topics and texts under discussion).

- c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- d. Explain their own ideas and understanding in the light of the discussion.

### 21st Century Skills Standard and Progress Indicators:
- Critical Thinking and Problem Solving
- Creativity and Innovation
- Collaboration, Teamwork, and Leadership
- Cross-Cultural Understanding and Interpersonal Communication
- Accountability, Productivity, and Ethics

### Unit 2 Target Vocabulary
- Week 1: trial, jury, convince, guilty, pointed, honest, murmur, stand
- Week 2: afford, customers, contacted, raise, earn, figure, block, spreading
- Week 3: crew, tide, cling, balancing, foggy, disappears, stretch, excitement
- Week 4: twitch, swoops, squeak, echoes, detail, slithers, dozes, snuggles
- Week 5: harvest, separate, ashamed, borders, advice, borrow, patch, serious

### Unit 2 Academic Vocabulary
- Week 1: text features, stanza
- Week 2: scene, point of view
- Week 3: main idea/key details, myth
- Week 4: compare/contrast, fable
- Week 5: summarize, stage directions

### Application in Centers:
**Reading**-Students read books at their independent level and use post it notes to jot ideas/responses/findings in reader’s response notebook.

**Writing**- Throughout the unit, students will have multiple opportunities to read and write narratives to develop real or imagined experiences or events that include well-written characters.

**Speaking and Listening**-Students follow agreed-upon rules for discussions and carry out assigned roles.

**Word Work**- Students complete word sorts that correspond to the assigned word study lessons or the teacher may assign previous lessons to specific students, based on identified areas of need.

**Technology**—Students utilize technology to process and publish their writing.

### Instructional Plan

<table>
<thead>
<tr>
<th>Pre-assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>DRA; Guided reading Anecdotal Notes; Running Records; EDU Assessment 1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DLO SWBAT</th>
<th>Instructional Practice</th>
<th>Student Strategies</th>
<th>Formative Assessment</th>
<th>Activities and Resources</th>
<th>Reflection</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Day 1</th>
<th>SWBAT think about clues in the text to understand what the author does not explicitly tell you.</th>
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<tbody>
<tr>
<td>Day 2</td>
<td>SWBAT collaboratively create an Inference Map to make conclusions.</td>
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<tr>
<td>Day 3</td>
<td>SWBAT independently create an Inference Map to make conclusions.</td>
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<tr>
<td>Day 4</td>
<td>SWBAT identify and explain the use of headings in a text.</td>
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<tr>
<td>Day 5</td>
<td>SWBAT complete an open-ended response on conclusions.</td>
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**Day 1**

- IRA
- RW
- Read Aloud
- Mini Lesson
- Modeling
- CFU’s

**Day 2**

- Oral Responses
- Inference Map graphic organizer

**Day 3**

- Whole group completion of Inference Chart
- Independent completion of Inference Chart
- Writer’s Notebook: Open-ended questions--extended response—conclusions

**Journeys**:  
Day 1  
Read Aloud “Sequoyah.” Unit 1 T106-T107
Minilesson Conclusions (LLG3, T189) Teacher models for students that they can look for clues to understand things the author does not tell them. Tell students that when they use clues to figure out something the author did not tell them, they have drawn a conclusion. Discuss with students that Sequoyah used clues to come to a conclusion about Europeans. **Suggested language**: “In the selection, Sequoyah figured out that writing helped the Europeans stay honest with one another. What clue did he use to understand this?” (Europeans could write down records when they traded money for goods.) Remind students that authors do not always tell readers everything.

First Read “The Trial of Cardigan Jones,” Unit 1 T114-T125

Day 2

- Second Read “The Trial of Cardigan Jones,” Unit 1 T114-T125 (Your Turn, T132-T133)
- Day 2-3 Minilesson Conclusions (LLG3, T190) Teacher models for students that they are going to notice headings in an informational text that help them understand what each section is about. Guide students to notice the headings in *You Be the Jury*. **Suggested language**: “In You Be the Jury, the author included headings in red type. These words are larger than the words that follow them. The heading gives a clue about what the section of information that follows it is about.” Page through the text with students to identify the headings. Point out how each heading tells what the section is about.

Day 3 Independent Reading “The Trial of Cardigan Jones,” Unit 1 T140-T141 Minilesson Conclusions (reteach/review)

Day 4

- Read Informational Text “You Be the Jury” Unit 1, T148-T149 Minilesson Headings Tell students they are going to notice headings in an informational text that help them understand what each section is about. Guide students to notice the headings in You Be the Jury. **Suggested language**: “In You Be the Jury, the author included headings in red type. These words are larger than the words that follow them. The heading gives a clue about what the section of information that follows it is about.” Page through the text with students to identify the headings. Point out how each heading tells what the section is about.

Day 5

- Optional Second Read “You Be the Jury” Unit 1, T148-T149
<table>
<thead>
<tr>
<th>Day 6</th>
<th>SWBAT notice how a character changes by the end of story and why.</th>
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<tbody>
<tr>
<td>Day 7</td>
<td>SWBAT think about what characters say and do to learn about them.</td>
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<td>Day 8</td>
<td>SWBAT complete a column chart to understand characters.</td>
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<td>Day 9</td>
<td>SWBAT identify text and graphic features that authors use to share information.</td>
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<td>Day 10</td>
<td>SWBAT complete an open ended response on understanding characters.</td>
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<thead>
<tr>
<th>IRA RW</th>
<th>Whole group completion of Column Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Independent completion of Column Chart</td>
</tr>
<tr>
<td></td>
<td>Writer’s Notebooks—Open-ended questions—extended response—story structure</td>
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<tr>
<td></td>
<td>Writer’s Notebooks—Open-ended questions—text and graphic features.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Journeys:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day 6 Teacher Read Aloud “Open Your Eyes.” Unit 1 T200-T201</td>
</tr>
<tr>
<td>Day 7 Teacher Read Aloud “Destiny’s Gift” Unit 1, T208-T221</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 10 Optional Second Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Kids Making a Difference” Unit 1, T244-T245</td>
</tr>
</tbody>
</table>

** IRA RW Read Aloud Mini Lesson Modeling CFU’s**

**Oral Responses**

**Graphic Organizer—Understanding Characters: Column Chart**

**Whole group completion of Column Chart**

**Independent completion of Column Chart**

**Writer’s Notebooks—Open-ended questions—extended response—story structure**

**Writer’s Notebooks—Open-ended questions—text and graphic features.**

**Read Aloud Mini Lesson**

**Modeling CFU’s**

**Oral Responses**

**Graphic Organizer—Understanding Characters:**

**Whole group completion of Column Chart**

**Independent completion of Column Chart**

**Writer’s Notebooks—Open-ended questions—extended response—story structure**

**Writer’s Notebooks—Open-ended questions—text and graphic features.**

**Journeys:**

**Day 6 Teacher Read Aloud “Open Your Eyes.” Unit 1 T200-T201**

Minilesson Understanding Characters (LLG3 T191) Teacher models how students are going to learn to notice what characters say and do to understand what they are like. Discuss with students that characters sometimes think and behave in one way at the beginning of a story and change by the end of a story.

**Suggested language:** “In the story Open Your Eyes!, we read about Lily. Why did she worry day and night?” (She worried about her family because Papa had died and her mother needed more money for rent.) Guide students to think about how and why Lily changed at the end of the story. Create a Column Chart to list student ideas.

**First Read** “Destiny’s Gift” Unit 1, T208-T221

**Day 7 Second Read** “Destiny’s Gift” Unit 1, T208-T221 (Your Turn, T228-T229)

Day 7-8 Minilesson Understanding Characters (LLG3 T190)

Tell students they are going to learn how to think about characters as they read. Discuss the principle with students, using examples of characters from Destiny’s Gift. Suggested language: “Think about the beginning of the story Destiny’s Gift. Who were the main characters?” (Destiny and Mrs. Wade) Focus on Destiny’s character. Suggested language: “In the middle of the story, we learned that Mrs. Wade was reading a letter one Saturday. She smiled at Destiny, but Destiny could tell something was wrong. What happened?” (Mrs. Wade told Destiny that she might have to close the bookstore unless she could get more customers. Destiny said that she would be able to get more. She told her parents about the problem.) Use students’ responses to explain that what characters say and do are clues to what they are like. Create a Column Chart to track responses.

**Day 8 Independent Reading** Destiny’s Gift, Unit 1, T236-T227

Minilesson Understanding Characters (LLG3 T190) Review/Reteach Independent practice

**Day 9 Read Informational Text,** “Kids Making a Difference,” Unit 1, T244-T245

Minilesson Text and Graphic Features (LLG3, T191) Remind students that informational texts give facts about a topic. Display the minilesson principle on chart paper, and read it aloud to students. Explain that authors can use different features, such as photos, captions, headings, and maps to help readers understand information about the topic. Display the first two pages of Kids Making a Difference. Suggested language: “How did the photo and the caption help you understand what the text was about?” (The caption gave information about National and Global Youth Services Day, and the photograph showed one thing kids can do to make a difference.) Discuss with students the photo and caption on the last page. Guide students to think about the structure of the text by recognizing the headings.

**Day 10 Optional Second Read**

“Kids Making a Difference” Unit 1, T244-T245

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Day 11 SWBAT compare and contrast elements in a story.

Day 12 SWBAT collaboratively complete a Venn Diagram to compare and contrast details in a story.

Day 13 SWBAT independently complete a Venn Diagram to compare and contrast details in a story.

Day 14 SWBAT understand how information is organized to help understand a topic.

Day 15 SWBAT understand how information is organized to help understand a topic

IRAW Read Aloud
Mini Lesson Modeling CFU’s

Oral responses

Graphic Organizer: Venn Diagram

Independent completion of Venn Diagram to compare and contrast

Open-ended questions—compare and contrast

Journeys:
Day 11
Teacher Read Aloud “The Bixby Bridge.” Unit 1 T294-T295
Minilesson Compare and Contrast (LLG3, T193)
Teacher models for students that they can think about how things in a story are the same and how they are different. Explain to students that they can compare details in Pop’s Bridge and The Bixby Bridge. Discuss with students the bridges in each story. Suggested language: “Think about the bridges in Pop’s Bridge and The Bixby Bridge. What is the same about them?” (They are both in California. Both are large bridges. It took many people to make these bridges.) Follow-up: “Think about Henry and about Robert’s father. What was the same about both of their jobs?” (They were both dangerous.) Talk with students about the differences between the Golden Gate Bridge and the Bixby Bridge. Guide students to name other ways that the two bridges are the same and different. Record student responses in a Venn Diagram.

First Read “Pop’s Bridge.” Unit 1, T302-T315

Day 12
Second Read “Pop’s Bridge.” Unit 1, T302-T315, (Your Turn, T322-T323)
Day 12-13 Minilesson Compare and Contrast (LLG3, T192)
Teacher models how students should think about how details in a story are the same and how they are different. Discuss the principle with students, using as examples the skywalkers and painters from the story Pop’s Bridge. Suggested language: “In the story Pop’s Bridge, we read that Robert’s father was a skywalker and Charlie’s father was a painter. How were these jobs different?” (A skywalker balanced high on the catwalks and spun the cables. A painter painted the bridge so that it would not rust.) Focus on what is the same about the jobs and the workers who did them. Record students’ responses in a Venn Diagram.

Day 13
Independent Reading “Pop’s Bridge,” Unit 1, T330-T331
Minilesson Compare and Contrast: Revie/Reteach

Day 14
Read Informational Text “Bridges,” Unit 1, T338-T339
Minilesson Genre: Informational Text (LLG3, T193)
Teacher tells students that authors can organize the information to help readers learn about the topic. Display the first page of Bridges to discuss the organization of the selection. Suggested language: “The first page of this selection gives an introduction about bridges in general. As you read, you discovered that the author organized the information by section. What were the four sections?” (Arch Bridge, Beam Bridge, Suspension Bridge, Building Bridges) Guide students to think about the structure of the selection by recognizing how each heading tells about a category of bridges. Suggested language: “How did breaking the information into different categories help you understand the topic?” (It kept information on different kinds of bridges separate.)

Day 15
Optional Second Read “Bridges” Unit 1, T338-T339

Academic Vocabulary: main idea/key details, myth
Day 16 SWBAT identify clue words to understand the order of events.

Day 17 SWBAT identify the order of events in a text to understand what happens.

Day 18 SWBAT independently complete a flow chart to summarize sequence of events.

Day 19 SWBAT understand how words in a poem make pictures in a reader’s mind.

Day 20 SWBAT understand how words in a poem make pictures in a reader’s mind.

IRA RW Read Aloud Mini Lesson Modeling CFU’s

Oral responses
Graphic organizer: Flow Chart (Sequence of Events)

Independent completion of Flow Chart for understanding
Open-ended questions—extended response—sequence of events
Open-ended questions—imagery

Journeys:
Day 16
Teacher Read Aloud “Bats Are the Best Beasts,” Unit 2 T14-T15
MiniLesson Sequence of Events (LLG3, T197) Teacher explains that authors sometimes use clue words such as first, then, next, and last to show the order of events. Discuss the principle with students, using examples from Bats Are the Best Beasts. Read aloud the fifth paragraph.

Suggested language: “The author explains that bats use echolocation to find their way in the dark. What is the first thing a bat does to use echolocation?” (It makes a high, squeaking noise.) Follow-up: “What does a bat do next?” (It listens for the sound to bounce back.) “What does the bat do after that?” (It follows the signals to find things in the dark.) Tell students to listen for a clue word as you reread the paragraph.

First Read “Bat Loves the Night.” Unit 2, T22-T31
Day 17
Second Read “Bat Loves the Night.” Unit 2, T22-T31, (Your Turn, T38-T39) Day 17-18MiniLesson Sequence of Events (LLG3 T196) Teacher explains that authors sometimes use clue words such as first, then, next, and last to show the order of events. Discuss the principle with students, using examples from Bats Are the Best Beasts. Read aloud the fifth paragraph.

Suggested language: “The author explains that bats use echolocation to find their way in the dark. What is the first thing a bat does to use echolocation?” (It makes a high, squeaking noise.) Follow-up: “What does a bat do next?” (It listens for the sound to bounce back.) “What does the bat do after that?” (It follows the signals to find things in the dark.) Tell students to listen for a clue word as you reread the paragraph.

Day 18 Independent Reading “Bat Loves the Night,” Unit 2, T46-T47MiniLesson Sequence of Events Review/reteach
Day 19
Read Poetry, “A Bat is Born,” Unit 2, T54-T55
MiniLesson Imagery (LLG3, T197) Explain to students that poets choose words carefully to help readers picture the things and ideas they describe. Reread the first five lines of the poem. Then guide students to identify words the poet used to describe the baby bat. Suggested language: “What words helped you see the baby bat?” (naked, blind, pale) Follow-up: “What words helped you see what the baby bat does?” (clings, by his thumbs and toes and teeth) Explain to students that noticing how words in a poem create pictures in their minds can help them better understand and enjoy a poem.

Day 20 Optional Second Read “A Bat is Born,” Unit 2, T54-T55
<table>
<thead>
<tr>
<th>Day 21 SWBAT utilize a strategy to draw conclusions.</th>
<th>IRA RW Read Aloud Mini Lesson Modeling CFU’s</th>
<th>Oral responses Inference Map to Chart Conclusions</th>
<th>Independent completion of Inference map for understanding Writer’s Notebooks--Open-ended questions--extended response—conclusions Writer’s Notebook--Open-ended questions--extended response—moral</th>
<th>Journeys: Day 21 Teacher Read Aloud “Sweet Berries,” Unit 2 T196-T197 Minilesson: Conclusions (LLG3 T201) Teacher explains to students that the author does not always tell readers everything. Instead, readers must look for clues and figure out what the author does not say. Discuss with students the character Lily in Sweet Berries. Suggested language: “In the story Sweet Berries, Uncle Amos decided that it was time for Lily to have her own patch of land. Do you think Lily expected this? What clue helps you answer the question?” (Lily did not expect it. Her eyes shone and she said, “You will let me have my own little piece of land?” She seemed to be surprised.) Remind students that authors do not always tell readers everything. First Read “The Harvest Birds.” Unit 2, T204-T215 Day 22 Second Read “The Harvest Birds.” Unit 2 T204-T215 (Your Turn, T222-T223) Days 22-23 Minilesson Conclusions (LLG3 T200) Teacher models for students they are going to learn to look for clues to help them draw conclusions about what characters are like. Discuss the principle with students, using the character Juan. Suggested language: “How do you think Juan felt at the beginning of The Harvest Birds?” (unhappy) Follow-up: “Why do you think he felt that way?” (He wanted land, and his brothers got all the land.) Continue to guide students to find more clues as to why Juan is unhappy. Suggested language: “What kind of job did Juan have?” (worked in the shops) Work with students to find clues that show that Juan was determined. Record ideas in an Inference Map. Day 23 Independent Reading “The Harvest Birds,” Unit 2, T230-T231 Minilesson Conclusions. Review/Reteach Day 24 Read Folktale, “The Treasure,” Unit 2, T238-T241 Minilesson Moral (LLG3 T201) Teacher explains that folktales often have a moral, or lesson, that is taught through something that happens to the main character. Discuss with students what happened to Isaac. Suggested language: “What did you learn about Isaac at the beginning of the folktale?” (He is very poor.) Follow-up: “How was Isaac different at the end of the folktale?” (He is very rich.) Guide students in a discussion about the lesson in the folktale and how Isaac learns it. Day 25 Optional Second Read “The Treasure,” Unit 2, T248</th>
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<tr>
<td>Day 22 SWBAT utilize a strategy to draw conclusions.</td>
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<tr>
<td>Day 23 SWBAT identify clues in a story to draw conclusions about what characters are like.</td>
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<td>Day 24 SWBAT understand the moral of a folktale.</td>
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<td>Day 25 SWBAT complete an open-ended response on morals and lessons in folktales.</td>
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### Benchmark Assessment: End of Unit 2 Benchmark Assessment: *Crickets*

#### Summative Written Assessments

#### Summative Performance Assessment

- End of Unit 2 Benchmark Assessment
- DRA Word Analysis Tasks
- DRA Assessment

*Teachers may substitute texts for read alouds and model lessons as long as they illustrate the on-going reading and comprehension strategies for the Unit 22 SLO’s. Along with regular use of Academic Vocabulary within the RW and WW environments, texts should be compared and contrasted on a continuous basis so that students are accustomed to reviewing different texts and determining the similarities and differences in terms of structure, genre, theme, and author’s purpose.*